

BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

CALIFORNIA

JAN - 6 1950

STATE LIBRARY

VOL. 21, No. 2

JANUARY 1950



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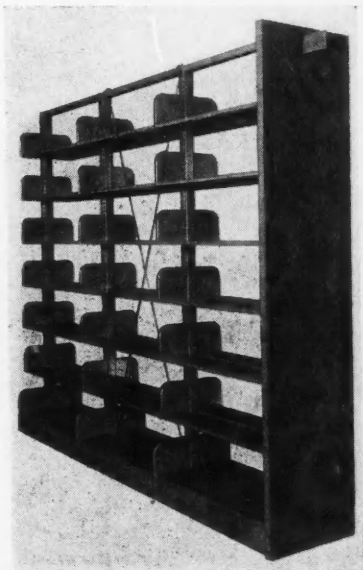
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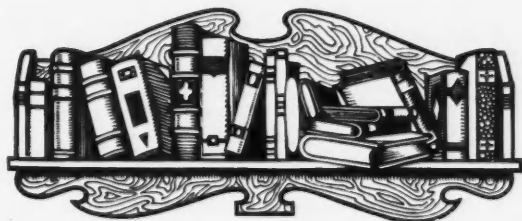
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MEETINGS AND EVENTS FOR 1949-1950

NORTHERN SECTION

BOOK MEETINGS:

Chairman: Quail Hawkins
Place: Cock O' the Walk
 14th and Harrison Sts.
 Oakland
Dates: January 21, 1950, 6:30 P.M.
 Joint Dinner Meeting with A. C. L.
Speaker: Beatrice Griffith,
 Author of *American Me.*
 February 11, 1950
 Time and program to be announced
 later.
 April 15, 1950
 Lunch at El Nido Restaurant,
 Lafayette
 Tour of the new library at
 Acalanes U. H. S. after lunch.

SPRING MEETING:

Date: May 13, 1950
Place: Mt. Diablo Country Club, near
 Danville
Program: To be announced later.

SOUTHERN SECTION

BOOK BREAKFASTS:

Chairman: Nance O'Neill
Place: Mannings Coffee Shop
 319 West Fifth St.
 Los Angeles
Parking: Olive nr. 5th; Flower nr. 5th.
Time: 9:00 A.M. Bring your breakfast to
 the balcony. If you have break-
 fasted earlier, have another cup of
 coffee or orange juice with us, as
 we must guarantee a minimum of
 10 cents per person.
Dates: January 7, 1950
 February 4, 1950
 April 15, 1950

SPRING MEETING:

Date: May 6, 1950
 Place and program to be announced later.

STATE MEETING

Time: March 11-12, 1950
Place: San Francisco
Headquarters: Sir Francis Drake Hotel
Theme: The California Centennial
Program: (Read Page 3 for advance details).

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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MODERN PROSPECTORS •

- In 1849 it was the lure of gold that brought to California prospectors in such numbers that within one short year the territory found itself a full-fledged member of these United States. One hundred years later as California celebrates its centennial anniversary, it is the lure of professional growth and stimulation, not to mention just plain fun, that will bring to San Francisco school librarians in such numbers that an enviable record for attendance at state meetings may well be established. Why not plan right now to be among those many who are going to experience this high-light of 1950—a state convention in that queen of California cities, San Francisco?
- Under the capable leadership of Mrs. Maurine Hardin, State President, and Miss Natalie Lapike, State Program chairman, an extremely interesting and vital program is being arranged. The meeting will open officially on March 11th with registration at the Sir Francis Drake Hotel, official headquarters for the convention. The first meeting of California school librarians will take place at a luncheon in the Hotel. Since the theme of the whole convention will be the Centennial, it is only fitting that authors who have written about the Centennial will be our honored guests. In addition, a speaker will discuss some aspect of the Centennial.
- An afternoon program of interest to all has been planned. But more details about that at a later date! The next official meeting of all school librarians will be at breakfast on Sunday morning, March 12, when the annual business meeting will be held with officers of the Association making their official reports to you.
- Now allow me to introduce to you some of those people who are already hard at work planning a state convention built around problems of vital interest and offering opportunities for professional growth. At the helm is Miss Natalie Lapike, well-known to all members of our Association for her fine work in many fields, including that excellent report made to the Superintendent of Public Instruction on the need and value of a state school library consultant. Assisting her are Mrs. Fern Davis, chairman of a Committee on Decorations and Seating Arrangements; Mrs. Ruth Lockwood, chairman in charge of Hotel Arrangements and Reservations; Miss Margaret Jackson and Miss Margaret Meister, co-chairmen of the Reception Committee; and finally, Miss Jewel Gardiner, chairman of the Special Hospitality Committee.
- Miss Gardiner and her committee are already busily at work outlining plans for the enjoyment of all school librarians who will be in San Francisco on March 11th and 12th. These plans will be included in the advance publicity that will be sent out early in February so that those unfamiliar with San Francisco may know what shops to visit, what restaurants offer the unusual in gustatory experiences, what sights will thrill or stir, and finally, what tours of discovery to make. To give you time for relaxation and fun, Saturday night has purposely been left free. So here is a preview of some of the things March 11th might hold for you.
- **Chinatown** . . . a fascinating community of some 20,000 people . . . exotic shops with wares of old Cathay . . . mysterious alleys that lure the venturesome visitor . . . quaint foods and remedies in the windows of grocery and apothecary shops . . . Oriental entertainers in night clubs of exquisite appointments.
- **Golden Gate Park** . . . a wonderland of some 1,000 acres . . . a tree from every state and from practically every country . . . a beautiful Oriental tea garden . . . the fascinating Steinhart Aquarium . . . lakes, waterfalls, museums, a hundred lovely drives.

• **Telegraph Hill and Coit Tower** . . . an awe-inspiring view of San Francisco from the Golden Gate to Berkeley, Oakland, Alcatraz, Treasure Island and our jewel-bedecked bridges.

• **Fisherman's Wharf** . . . Mediterranean atmosphere with spreading nets and fishing boats of the Virgin's favored blue . . . shrimps, crabs, lobsters, cod, salmon, smelts, the denizens of the deep offered up for your taste delight.

• **Latin Quarter** . . . serenity under the weeping willows of Washington Square . . . the solemn and majestic splendor of Sts. Peter and Paul Church . . . shops with gigantic cheeses, succulent fruits and vegetables, aromatic wines . . . restaurants gay with atmosphere and serving you with native dishes of Italy and Mexico, or offering you the spicy foods of the Pyrenees and Castile.

• **Nob Hill and Top O' The Mark** . . . a glorious sight by day or night!
All this and more is yours in San Francisco on March 11th and 12th. Don't forget now, let's make it a date!

MARY LINS, Chairman,
State Publicity Committee

The State Council of the California Teachers' Association at a meeting on December 2-3 endorsed the establishment of a school library consultant service in the State Department of Education and recommended to Mr. Roy E. Simpson, State Superintendent, that favorable action be taken on this proposal.

**HAVE YOU CALLED YOUR PRINCIPAL'S OR SUPERINTENDENT'S
ATTENTION TO THE
NEED FOR A SCHOOL LIBRARY CONSULTANT IN THE
STATE DEPARTMENT OF EDUCATION?**

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THE SCHOOL LIBRARY AND THE CURRICULUM: AN EDITORIAL FOREWORD . . .

We hope that it is not becoming "old hat" to dwell on the point that the school library is the most effective agency within the school for developing and coordinating the curriculum. This notion has become common talk in recent professional literature on curriculum development and in the reports of educational planning boards. It was the theme of the 1948 State Meeting of our Association. It has even percolated down to the administrative level so that many school administrators have come to accept this concept as an educational maxim.

We do not intend presenting a job analysis of what a school librarian does. But we thought that there might be some value in presenting what might be called sidelights or new approaches in the problem of coordinating library service with the school curriculum. In this issue of the *Bulletin* we have attempted, first, to bring together some general statements as to the relationship of the school library to curriculum development; and second, to discuss some specific approaches to curriculum coordination which have been found effective in California schools. Lack of space has precluded our covering all educational levels, and we have done no more than scratch the surface of the possibilities and approaches that can be employed at any one level.

We begin our discussion, not with the kindergarten or elementary school, but rather at the pre-school level, for, in some social strata of our society, the nursery school has become a "universal." It is here that the child may get his first group experiences in using books; and it is at this level that he may build habit patterns which may have far-reaching effects in his attitudes toward books in later school life. We would like to have run the gamut of all educational levels, and bring our coverage up through the junior college, considering particularly some specific library objectives and approaches in the field of terminal education. But this is neither the first nor the last *Bulletin* to be devoted to curriculum coordination, and we leave all the many things we have not said to future editors to develop.

On the positive side, however, we hope that what we have included in the following pages on the elementary, junior high, and senior high levels will prompt all of us to analyze critically the kind and scope of library service we are rendering our schools. We might ask ourselves the question: Are we giving equal consideration to *all* the students in our schools? Are we, for example, giving enough thought to the industrial arts classes in our thinking on curriculum coordination? Because of our liberal arts background, our school library training, our identification with the "academic teacher," do we not often tend to neglect the industrial arts program in our schools? Do we give as careful and adequate consideration to the selection and use of books in the 600 section of our libraries as in the 300's, 500's, or 900's? Have we worked out as effective programs of coordination with our shop instructors as we have with those in the English, science, and social studies departments? Do we tend to think that, because the shop teacher uses manipulative tools as basic instructional aids, the book has less significance to the industrial arts student?

In addition to our neglect of the industrial arts program, have we not also been guilty of looking down our noses at many of the instructional tools of learning which are often thought of as being outside our province? Should the school library house only the book, the magazine, and the pamphlet? Should the school librarian concern himself with the proper and effective utilization of these materials *alone*? Or should librarians take on the responsibilities of supervising all instruc-

tional materials used in curriculum development? In short, should the school library step beyond its previous limitations and become a laboratory of *all* instructional aids, involving the care and utilization of not only the book, magazine, and pamphlet, but also the recording, transcription, film, filmstrip, slide, chart, poster, map, diorama, cut-away, model, and mock-up?

Our first reaction when approached with new responsibilities is a negative one. We say, "No! Not something more to do! We just don't have the time."

But there is unquestioned validity to the concept that the book is only *one* of *many* instructional tools, and if the librarian is to become a true curriculum leader, must he not play an important role in the effective use of *all* the tools of instruction? For there is no essential difference between the book and the film or recording, except in format.

Must we not re-evaluate the purposes and aims of our profession and decide in what direction school librarianship is going? We must question most carefully our wisdom in shunning away from any device or aid which has the appellation "audio-visual" tacked on to it. Should we not develop in administrators an attitude of thinking of us, not as custodians of books, but as coordinators of instructional materials? And if we can convince the school administrator that our conception of our profession encompasses "audio-visual aids" as well as the book, magazine, and pamphlet, might he not be more sympathetic to our demands for adequate assistance? We do not imply here that we must passively accept the routine responsibilities of ordering, processing, and distributing audio-visual materials along with our other library duties. These routines can be reserved for clerical assistants and for members of the faculty who are selected to "coordinate the audio-visual program." But in many schools, "coordinating the audio-visual program" means little more than running a messenger service for films and oiling sound projectors once a week, and there is little over-all planning of how the film may be integrated with the book in the classroom. Here is a challenge to the school librarian which it may be extremely unwise to ignore.

Our professional approach must be positive and expanding, not negative and restrictive. Is it wise for us to say to our principals, "Oh, if I were only rid of the textbook situation!" or, "The audio-visual aid does not belong in the library." What we should say is, "Give us enough help and we will make the school library a center for all instructional materials, including the textbook and the audio-visual aid, and we shall see to it that a maximum use is made of these materials." We must do a great deal of thinking about the function of the school librarian, for we do not want to find ourselves isolated from some of the main streams of curriculum development in our schools.

And perhaps most important of all the librarian's roles in coordinating the curriculum is the part he plays as an expert in human relations and as a group leader—roles which are described in the article *Leadership Roles and the Librarian*, appearing elsewhere in this issue.

We hope that what has been said in this issue will, in some small measure, aid us in making the school library the most vital, the most dynamic, the most effective agency within the school for developing and enriching the curriculum.

BARTON H. KNOWLES

The editorial staff of the *Bulletin* wishes every member of S.L.A.C.

a very

HAPPY AND SUCCESSFUL NEW YEAR

BOOKS FOR THE YOUNGEST . . .

Theresa S. Mahler

Director of Child Care Centers
San Francisco Unified School District

Who are "the youngest" for whom librarians, parents and teachers are choosing books these days? In the nursery schools of the 290 child care centers in California, the "youngest" are as young as two and as old as four years and six months, ready for kindergarten. They constitute more than half the total state enrollment of 13,645 children.

Choosing books for the 682 "youngest" of the some 1,300 children in San Francisco's 34 centers means studying the needs of individuals as well as the group. Here is the child who is just two and in a new world for the first time. Over there stands the grown-up, the four-year-old, who says with the assurance of knowledge possessed: "Carrots aren't red—they're yellow!", as he looks at the final page of *The Carrot Seed* by Krauss. In San Francisco, and in the other fifty-two school districts where such nursery centers are operated, challenging opportunities are afforded for study of the reactions of very young children in their early introduction to books.

With the wealth of children's books published, choosing should become a simple matter. Too often is heard the lament of those who know about children: "But these books just don't meet the needs of two, or three, or four-year-olds." What then, are the special needs of children in this pre-school, pre-reading period?

Timmy, just two the other day, is in nursery school for the first time. His mother, a teacher, has done a good job of preparing him for this new experience. But it is new, and the teacher's hand to which he clings offers some comfort. Together they explore the playroom. On a low table are some picture books. It may be that *Here Am I* or *My First Book* catch Timmy's eye. A need is met, not because these are books, but

because the pictures reassure Timmy by their representation of the known in an unknown world. Later on, he'll enjoy turning the pages himself and naming the objects. Just now his "Book" experience is part of the physical security he finds in a gentle hand, a comforting voice, and a familiar something to see.

Two-year-olds care little for story content. Their fleeting interest is held best by large, clear pictures, one to a page, accurately representing familiar objects. Pictures in strong, clear color are favored over more subdued tones. Few present-day picture books meet the high standard set by Mary Martin's *First and Second Picture Book*, though this was not in color.

Timmy has further needs for reassurance. Time and space, goings and comings, are still unknowns. Repetitions of his own daily activities in pictures, stories and songs help Tim in the process of orientation. *Davy's Day* by Lenski and Bertail's *Time for Bed* are favorites with the two's.

Interest in self-activity continues with the three-year-olds, and may include stories about the activities of Mommie, Daddy and the baby. *Daddy Comes Home* by Steiner, *But Not Billy* by Zolotow and *Saturday Walk* by Wright will hold a group of 2½'s to 3's, especially if the teacher is skillful in measuring her presentation of content by the interest of the children.

The twins are three-ish. Their veteran Daddy, has indeed, "come home." "Into everything" is his terse description of the activities of Donna and Donnie. Desire for conformity, strong as it seems to be at this age level, does not deter the twins from their need to explore the big, exciting world. Every puddle holds a new discovery, be it the sound of a splash-splash, or the glint of a sunbeam after the rain. A small rock, pried loose with much effort, discloses some creepy-crawly sow-bugs. Teacher,

(Continued on Page 20)

HOW THE ELEMENTARY LIBRARY CONTRIBUTES TO THE SCHOOL CURRICULUM IN ONE CALIFORNIA SCHOOL SYSTEM . . .

Lois Fannin

Assistant Supervisor of School Libraries
Long Beach Public Schools

Today we think of the child-centered school as one where teachers and curriculum recognize individual differences in children and attempt to meet their immediate needs, concerns, and interests. Elementary schools are moving from the formal academic and bookish ways of teaching subject matter they have used in the past to the realm of teaching larger social concepts and human relationships in everyday living. This changing philosophy of education which applies to the classroom and child also applies to the library and the child. Within today's school the functional elementary library offers services to every child in the terms of his social and mental growth. In other words, the librarian has a greater opportunity to extend the facilities of the library beyond the area of the core curriculum to all extra-curricular activities in the school program.

A well-equipped library under the administration of a trained librarian is the accepted standard of most secondary schools. More and more this same standard is being accepted and put into practice in many elementary schools. The following statement taken from Superintendent F. A. Allen's report on elementary school libraries¹ gives one administrator's evaluation of the elementary library in today's education. "Many programs formerly considered appropriate only on the secondary level are being adapted to children in the lower grades. This practice is based on the sound conviction that everything the child learns in his early years has a tremendous significance, and that actual-

ly his pattern of behavior may be well defined before he reaches the secondary school. What is perhaps the most important aspect of this trend is to be found in our elementary school libraries with gratifying results."

But more important for all educators to remember is that elementary children form library attitudes through their contact with the librarian before they master the skill of reading from their teacher. A pattern of good library attitudes should be formulated while children are young and it should go hand-in-hand with the classroom guidance program. The experience by any primary youngster of going to a library and listening to a story lays the foundations for the later experience of choosing a book when he has learned to read. The library program should be a continuous one that parallels the child's rate of intellectual and social growth through the entire school life, and not a program that suddenly appears at the junior high school level because the seventh grade had been reached.

Generally speaking, any library in an elementary school serves two divisions of education, the primary and intermediate. While there is a certain part of the library program that overlaps these two divisions, there are also certain definite types of library service and training that are stressed within each division.

Primary children (kindergarten through third grade) are experiencing their first learning situations within the classroom. More important than this, they are developing many personality traits and social attitudes toward people. They are adjusting to rules and regulations in their home, school, and neighborhood environments. Each child is learning and growing at an individual rate of speed. At this level the librarian

¹ Frank E. Allen, "The Elementary School Library," *National Elementary Principal*, October, 1948.

should plan a program which supplements and harmonizes with that part of the curriculum carried on in the primary grades. She should also coordinate her library objectives to further the social growth of children.

The following program is the one used with primary groups in the Long Beach Schools:

OUTLINE OF LIBRARY PROGRAM FOR PRIMARY GRADES

Library Objectives

I. To develop good social growth and habits

- A. To teach consideration for others
 1. To respect others' use of books
 2. To respect others' space at table
 3. To wait turn at shelf
 4. To leave library in order
 5. To learn care of public property
- B. To develop good library habits
 1. To exercise freedom of action with self-control
 2. To enter and leave quietly
 3. To have clean hands
 4. To avoid interrupting

II. To develop library appreciation

- A. Before the child has learned to read
 1. To enjoy stories told
 2. To enjoy stories read aloud
 3. To enjoy poetry read aloud
 4. To enjoy looking at picture books
- B. When the child begins to read
 1. To select simple fiction and non-fiction books suited to his abilities and interest
 2. To enjoy reading easy books
 3. To be familiar with certain basic primary literature
 4. To appreciate beautiful illustrations
 5. To understand author and title

III. To develop a responsibility towards libraries and books

- A. To learn care of books
 1. To learn how to open a book
 2. To learn how to handle a book
 3. To learn purpose of book marker
 4. To learn protection of books from rain, pets, tearing and marking
- B. To learn processes of library circulation
 1. To know library hours
 2. To know how to borrow and return books
 3. To know how to renew books
- C. To learn arrangement of books in library
 1. To be familiar with location of picture books
 2. To be familiar with easy books
 3. To learn use of shelf labels
 4. To understand class number for non-fiction books
- D. To learn meanings of parts of book
 1. To locate title page
 2. To locate table of contents
 3. To locate index

The school library acts as one contributing factor toward reading readiness to the junior first² and first graders, for it provides rich and varied material in addition to stimulating the desire to read. The stories the librarian reads or tells these youngsters contribute to vocabulary growth and attention span. That part of the library period spent in looking at carefully-selected picture books increases recognition of familiar picture objects, letters and words. Also these picture books present new concepts, spark curiosity, and link the familiar with the imaginative.

Only the librarian who has worked with junior first and first graders knows the thrill they experience when the day

²"Junior First Graders" are those children in Long Beach Schools who have finished the kindergarten year, but are not yet ready for the first grade.

arrives and as second graders, they take their first book home from the school library. A few first graders are ready to experience this library growth toward the end of the first year, but usually by the second grade the average child is taking reader type stories home and enjoying them. All elementary librarians should buy a wide and varied collection of easy reading material which includes books in all fields of interest where the vocabulary is suitable. The librarian should guard against duplicating titles from state series readers or readers that are used in supplementary sets because these books should have first use in the classroom. Teachers are teaching children to read; school librarians are co-operating with the teacher by making available other book titles to these same children.

By the third grade, youngsters are displaying individual reading interests and preferences in selecting books from several fields of reading such as fairy tales, simple fictionized animal stories,

and easy biographies. Many of these stories naturally tie into the scope and sequence of the third grade curriculum under the heading *Life in the Community*, and *Living in Simple Primitive Cultures*. Third graders have reached that age when the policeman and the fireman are significant heroes in their eyes, and many boys long for the day when they can man a fire truck or wear a police badge. It would be impossible to secure too many easy Indian stories, for the appeal of primitive man finds a responsive audience from this age group.

Another skill subject in the curriculum where the contribution from the library broadens the interest span is in the arithmetic class. With the revised Long Beach primary arithmetic course of study, a bibliography was compiled for teachers using such books as *Make Way for Ducklings*, by R. McCloskey; *Little Fireman*, by M. Brown; *Three Bears*, illustrated by Leslie Brooke; *How Big Is Big*, by N. Schneider; *Little*
(Continued on Page 22)

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THE SCHOOL LIBRARIAN AND CURRICULUM DEVELOPMENT . . .

Clement A. Long

Assistant in Instruction
Oakland Public Schools

The schools of our nation exist for the benefit of all its citizens, both as individuals and as members of groups. The schools assume the task of providing experiences so that its citizens will be more effective members of our American democracy. Since ours is an ever-changing society, the schools must constantly examine their offerings in terms of the needs of society as part of their programs of curriculum development.

For our purposes, let us look at curriculum development in its broadest concept, that of encompassing all efforts to improve the present learning situations in the school program and to develop new curriculums. This involves a lot of people—children, teachers, librarians, supervisors, administrators, parents. Our concern, at present, shall be the role of the school librarian in curriculum development.

Specifically, how can the librarian contribute to curriculum development? What are the services she can render in helping to coordinate the school's instructional program? What opportunities does she have, by the very nature of her job as well as the strategic position she holds in the school, for making valuable contributions to the learning situations for both students and teachers?

The following is an attempt to point up ways that would make for fuller use of the abilities and competencies of the librarian in curriculum development. It may be noted here, however, that this is a two-way responsibility. The librarian herself, through her own adequacies, may make her place in the school curriculum, but it is also necessary for administrators to be aware of the librarian's unique and valuable

contributions and to help open the channels for her participation and leadership.

NEEDS AND INTERESTS OF YOUTH

Traditionally, the librarian has perhaps been best known as a provider of instructional materials, the "keeper of the books." The implications of this aspect has meant no small job. But in today's educational picture has not that grown to even greater demands? Much emphasis is being placed on meeting the needs and interests of youth through our educational program.

The fact that children are similar in some respects and yet are different in many others has long been recognized. In spite of this, there has been a considerable lag in educational methods, practices, and materials to acknowledge these similarities and differences. Both need to be considered in the educational program.

With the similarities in mind, the framework for education is planned. Yet within this framework, individual and group differences need to be taken into account. Through careful selection and use of instructional materials, some provisions for differences in the needs, abilities, and interests of children can be made.

Some of these differences in needs and interests occur as a result of growing up; some are the result of each individual's or group's environment; while others arise as a result of each child's own experiences. On the other hand, children as members of a democratic society have many needs and interests in common.

In this connection, the school librarian can be of service to the children and to the classroom teachers. The results of studies of growth and development supply much information concerning the emotional, biological, psycho-

logical, and social characteristics that are quite general for all children at various age levels. These have quite a bearing on the needs and interests of school children and consequently affect the educational program. With this information in mind, the school librarian can be a valuable asset to the classroom teacher in suggesting materials which will aid in satisfying the interests and fulfilling the needs of youth.

Those interests and needs are not confined to the limits of any one subject-matter area or school activity; rather, they cut across the entire school program. More can be done through some experiences than through others, but in some way all of the needs must be satisfied for *all* children. The school librarian can assist in coordinating the efforts of all teachers by suggesting materials as one means of capitalizing on interests and satisfying needs. The school librarian is in a position to keep the whole picture in mind in contrast to classroom teachers who tend to confine their scope to the experiences in their own field.

RANGE IN ABILITIES

The range in abilities of children in a class and in a school is another important consideration. The longer children remain in school, the more different they become. The problem of providing a range of materials in degree of difficulty is great in the elementary school but is amplified many times in the secondary school.

It is the responsibility of the school to provide learning experiences for the fast as well as the slow. Since we still rely heavily on the printed word to assist in fulfilling the objectives of education, it is imperative that materials be provided with varying degrees of difficulty. The librarian, in assisting classroom teachers with the selection of materials, should become familiar with the many readability formulae now available for checking the reading difficulty of printed matter and with the factors that enter into making materials difficult to read.

In selecting appropriate books for a class to use in working on a particular unit, it is necessary that the librarian and the teacher know both the range in reading ability of the children and the reading difficulty of the materials to be assigned. The same applies to ordering instructional materials for the library. The range and the distribution of reading abilities in the school are important factors.

The characteristics of the children in a given school are not static. Shifts in the economic and social structure in a community and in the nation have a definite bearing on the school's population. It is necessary to "take stock" frequently and face the issues which accompany changes in a school. Are the children in the school the same as those who were there a year ago, two years ago, or ten years ago? Has there been an increase in the number of slower students in the school while the materials are still geared to the reading habits of the faster students? Have the teachers changed their ideas and practices in the use of materials? Has there been a turn-over of teacher personnel? Have the services of the library kept pace with these changes?

STUDENT PARTICIPATION

Children can be helped to feel they have a real stake in the school library. If we are sincere in attempting to secure materials which are of interest to children, we should make it possible for them to participate directly in selecting and ordering library books and other instructional materials. In addition, opportunities for them to serve on committees that lead directly to action make the experiences of setting up criteria, selecting, and evaluating more meaningful. Examples can be found where a school library was made more functional as a result of soliciting and putting into practice the suggestions of students.

This process may also take place as a part of a classroom activity. Many schools, in developing a new curriculum, conduct experimental classes in

which methods, procedures, and materials are "on trial." Under the leadership of the librarian, the children can assist in evaluating the materials which were used during the experimental period. The children can increase their competencies in critical thinking when their choices are made in terms of the purposes for which the materials are to be used. Using the results of their judgment is an important aspect in an evolving curriculum.

The students participating as library helpers under the direct leadership of the librarian can be helped to get experiences in assuming responsibility, developing a sense of orderliness, promoting an appreciation for books, realizing the importance of working with others, investigating a vocational interest, developing a respect for organization, and in many other respects. They are goals familiar to all librarians. In this respect, the librarian is a teacher working and planning with students.

Since the library is provided for chil-

dren to use, it may be well to investigate how usable they think it is. This would be more than looking through a child's eyes—it would be using a child's own background of experiences and would tend to make him feel he has a stake in the actual purposes, organization, and management of this vital segment of school services. This evaluation could be a joint enterprise including children and librarian.

LIBRARY AS A LABORATORY

The school library is the largest and perhaps the most important laboratory in the school; the librarian is the guidance worker in this laboratory. It is here that children come with many of their problems; it is here that children seek guidance and information. Free from classroom routine and restrictions, children tend to act in a natural manner. Through the materials they read, through the questions they raise, through the attention they want, through the issues they need clarified,

(Continued on Page 27)

STOP LOOK LISTEN

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LEADERSHIP ROLES AND THE LIBRARIAN . . .

Margaret Heaton

Curriculum Assistant, Human Relations
San Francisco Unified School District

Note: Miss Heaton was responsible for the writing of *Reading Ladders for Human Relations and Literature for Human Understanding*, published by the American Council on Education.

For a long time the library has been called the "heart of the school." In using that expression different people have meant different things. Sometimes the expression has indicated the sentiment that without books our schools could not function. Sometimes the expression has meant that all the personnel of a school circulate through the library at some time even as all the blood of the body passes through the heart. Again it has indicated in a figurative sense the fact that the school library is a place where the hopes and fears, the anticipations and dreams of a faculty are best known and most frequently shared.

Those of us who have lived on faculties where the library was the heart of the school would want to make some important points. Out of our experience we would say, "It is not the library itself which so serves the school. Of course an adequate store of books is important. Of course a pleasant atmosphere is important. Of course artistic arrangements of flowers and bulletin boards add to our pleasure in using the library. But the real cue to the usefulness of the library is in the personality of the librarian himself and how he relates himself to the members of the faculty. If the librarian himself has a real flair for human relationships he may become the person who serves the faculty in a unique way.

We are perhaps now more able to analyze "the unique way" than in the past. The studies of the roles of leadership in group dynamics help us to see that in each group situation individuals make unique contributions. The impact

of these contributions was felt in many ways before group dynamics emerged as a new science. However, we did not analyze with sufficient explicitness the nature of these contributions. Remaining in the realm of the indefinite, they were difficult to teach or to learn. In the past we said about the able librarian who not only presided over a collection of books but who also helped a faculty in a hundred other ways, "You know, Mr. Jackson is a very understanding person. He always seems to know what every teacher needs. We go in to get a book and find that in addition to the right title we have solved a problem that has been worrying us for a long time;" or, "Miss Henry gave me the hint that Mr. Jones was interested in what I want my class to do and now we have a joint project. She surely has a canny way of knowing what's cooking in people's minds;" or, "Miss Davis is certainly an enthusiastic person. I go into her office discouraged and disheartened, and she tells me about something a student has said, or she comments on a class project, and I begin to take heart again and believe that I am doing something worth while."

Group dynamics is putting into an entirely new focus the concept of leadership. In the past we have been very glib in describing individuals who had a flair for taking the initiative or who did an especially good job of organization as "wonderful or capable leaders." Now we see that there are many leadership roles and that no group climate is wholesome, no group action moves smoothly, unless these roles are adequately distributed among members of the group. Also we know that individuals who are socially adequate in group situations are able to take different roles as the group situation shifts, thus making different demands for their services.

Two misconceptions about leadership that bear particular relevance for librarianship (Continued on Page 29)

THE SUBJECT HEADING APPROACH TO LIBRARY INSTRUCTION IN LOW NINE SOCIAL STUDIES . . .

Elizabeth Scott

Senior Librarian
Lowell High School, San Francisco

After being plagued for years by the impossibility of providing, because of budget limitations, enough books to keep up with the ever-changing requirements of bibliographies in newly-adopted texts and the resulting frustration brought about by the insistence of pupils on having only the references listed, I began to make lists of subject headings to use as the foundation of library instruction.

Though the lessons we give are still in the experimental stage, we have evolved what to us is a most satisfying method of using subject headings as the basis for their development. We are able to see results which justify the work we have done and encourage us to go on with it. The fact that the administration saw fit to approve our ideas service course is an added stimulus. The to the extent of establishing an in-need of more personnel, if we are to cover the whole course of study and develop the latent possibilities, is already evident.

What we have done has been possible because of circumstances inherent in our system. Our excellent central cataloging department has made us as perfect a card catalog as any library could have. Our collection of books, carefully chosen over the years by a scholarly faculty, includes many out-of-print items which were the treasures of classroom libraries developed before our present school library quarters were provided in 1931. We are also fortunate in having an exceedingly flexible order system which makes it possible to purchase out-of-print books when we discover them in local book stores. Our order department is most efficient in searching for any we cannot locate.

We now have a staff of two full-time librarians and a half-time clerk who has charge of textbooks under my supervision. The personnel situation has improved steadily under a central administration which recognizes the library as a teaching department and under an understanding, appreciative principal who has provided us with much-needed clerical help.

Though the circumstances which contribute to the development of any program cannot be rated one, two, three in importance, as all are interdependent, each relying on the other for support and maintenance, the faculty has provided the chief impetus in the development of our library instruction. Without their motivation of pupils and close cooperation with us, nothing could have been accomplished.

We have worked out lessons here and there in the curriculum at every favorable opportunity, touching all subjects but mathematics and foreign languages, excepting German. A great deal of the instruction has been in junior and senior classes when the pupils had assignments for long papers. We have yet to develop a systematic series of lessons in any one subject from ninth through twelfth grade.

Our first concern in preparing pupils to use subject headings in searching for information is to teach them to read and interpret the directions on the catalog cards and the entries in the *Readers' Guide*.

Since we have no reserve shelves, pupils must be able to interpret the catalog card in the light of the information they are seeking, select the book which shows most promise for their particular problem, and copy the call number, author and title. Then they must find the book, consult the index or the table of contents for further direction to the material they are seeking.

and, finally—if they are fortunate in their first attempt—settle down to work on their assignments.

Sparked by the enthusiasm of one of our Low 9th grade social studies instructors, teachers of the same subject have become interested, so that all beginning classes now have much the same instruction.

After three semesters of experimenting we have worked out an introductory lesson on the subject card for Breasted's *History of Europe* which gives a foundation for the work-sheets made up for subsequent assignments. This first lesson is given in the home classroom because it is familiar territory and does not offer the distraction of the still strange, new library. It is a regular part of the two-week orientation program at the beginning of each semester. Pupils who enter during the semester are routed to the library when their programs are made and are given this lesson individually.

I begin on the premise that the catalog card presents as definite a reading problem as the algebra lesson to the Low 9's who have come to us from the elementary schools which have no li-

braries, since the familiar symbols are arranged not only in an unaccustomed form but also in different combinations. Those who have transferred from junior high schools where there are libraries have already had instruction, which is a great help in developing class discussion.

The teacher introduces me and explains that I have come to help them prepare for work that they are to do in connection with their social studies. My procedure varies according to the nature of the group. Usually I spend some time in becoming acquainted with their library habits, books they have liked, and the location of their neighborhood public libraries, before starting them on the answering of the questions.

After the children have answered all the questions they can, the situation is reversed and they ask me the ones they have been puzzled about. Then we discuss each one, stressing those answers which they will need on their first trip to the library.

Many points which have not been brought out in the questions are raised by the pupils, and the information on the card is thoroughly discussed, even

LIBRARY BOOK CALL SLIP

Look in the card catalog under the author, subject or title of the book you want. Then fill in all the information asked for below before you search for the book.

CALL NUMBER



.....
Author's last name

.....
Brief title of book

Ask for help if you do not locate the book.

SOCIAL STUDIES I

Europe—History.

940

B74h Breasted, James Henry, 1865-1935.

History of Europe, ancient and medieval: Earliest man, the Orient, Greece and Rome, by James Henry Breasted; Europe from the break-up of the Roman empire to the French revolution, by James Harvey Robinson. Boston, New York [etc.] Ginn and Company [c1929].

xiii, 668, xiv p. col. front., illus., plates [part col.] maps, 20cm.

"Based on the authors' 'Outlines of European History,'" Pref.

Bibliography: p. 647-665.

"Revised edition."

1. Europe—Hist.



1. What is the subject heading of the book represented on the above catalog card?
.....
2. If this card were in the card catalog what color would the subject heading be?
.....
3. When was this book published?
4. Explain the meaning and give the use of each part of the call number.
940
B74
h
5. How inclusive is the treatment of subject matter in this book as shown in the title of the book?
6. Is this the first book which Mr. Breasted and Mr. Robinson have written on European history?
7. Would you be wholly dependent upon an atlas for locating places mentioned in the text of this book?
8. What company published this book?
9. Might you find illustrations of the places mentioned in the book?
10. Can you point out any reason for deciding that the discussion of the topics would be rather brief?
11. What indication is there that this is not the first edition of this book?
12. Will you be able to find suggestions for further reading?

sometimes to the hole at the bottom, before the end of the period. They correct their own work as we go along, filling in the right answers. In case we do not finish, either I return the following day, or the teacher, after having listened to a few lessons, takes over and finishes the discussion. Both the teachers and librarians feel that it is essential for the librarian to give the first lesson, as it establishes the library-teacher relationship with the pupils from the very beginning.

The final step is the "practice till perfect" exercise in filling out the LIBRARY BOOK CALL SLIP forms, which we hope they will use instead of any scrap of paper that is handy. A supply of these is kept in a box on top of the card catalog.

The other member of the staff gives the follow-up lesson. She shows them how to charge out books by giving them practice on mimeographed sheets with illustrations of charging cards and date due slips for both fiction and non-fiction books. The children write their names and registries and she stamps the date due on both slip and card and explains circulation regulations. The carry-over from this lesson which she gave for the first time this semester was most gratifying.

Before assignments are made for reference work, the teacher concerned gives me a list of the topics the children will be looking up in time for me to prepare a lesson work-sheet. This is mimeographed so that each child may have one.

The teachers present the instructions on the work-sheet to their classes, making any additions to or deletions from the list of topics which may have been made up by any one of those currently giving the course.

Teachers vary in the number of references they require for a bibliography, but three is generally the maximum for the brief reports made during the semester. Several work-sheets are made leading up to the final project, which

started everything—a bibliography of at least fifteen references on a very broad topic. These cover the entire semester's work from "The Development of the City-State in Greece" to "The Second Great War, 1935-1945." All of the teachers use the same list, which is long enough so that a different topic may be assigned to each pupil in a class. This work is done in the school library and the children are directed not to take any books out while the work is going on.

The workmanship on the extensive bibliographies has been amazing to me. The children enjoy it thoroughly and turn in professional-looking papers. The final step of writing a paper with footnotes has not yet been undertaken. There was a time when I would have doubted the ability of a Low 9 group to accomplish such a project, but after having worked with them while they made two sets of bibliographies, I am sure that it will be done if time can ever be found. We feel that the Low 9's are well on their way by the end of their first semester to becoming independent users of any library. Certainly the card catalog has become a familiar tool, and they know how to make it work for them.

The administration of the lessons outlined above has been surprisingly simple in spite of the fact that nine classes have been involved and that we are handicapped by the six-period day. After the presentation of the first work-sheet, teachers "allow" five or six to come for part of a period as a reward for good work. Those wishing to send ten or fifteen at a time always send a messenger to see if we can accommodate that many. A good deal of the work is done before and after school and during part of lunch periods when the dead-line is approaching. They are encouraged to do their work in our library at first, so they will have our help, but soon many begin to use their neighborhood public libraries.

What happens in the library when
(Continued on Page 26)

SOCIAL STUDIES I

Topics for Oral and Written Reports and the Subject Headings you will look up in the Card Catalog to direct you to the books in which you will find the information on your specific topic.

The topics are given in **chronological** order just as you will take them up in class. The **subject headings** are given in **alphabetical** order as they are arranged in the Card Catalog. Note the exception under countries where the sub-division is in chronological order. Can you think of a reason for this?

Topics for Reports

The Phoenicians
Pericles
Julius Caesar
Feudalism
Henry IV of Navarre (late 16th cent.)
Martin Luther
The Thirty Years War
Philip II of Spain
Henry VIII of England
Ignatius Loyola, 1497-1556
John Calvin
Michaelangelo and Raphael
(The Renaissance)

Subject Headings in Card Catalog (in red)

Alphabet
Art—History
Civilization, Greek
Civilization, History
Civilization, Medieval
Commerce—History
Europe—History
Europe—History—1491-1547
Feudalism
France—History
Great Britain—History
Greece—History
History, Ancient
History—Dictionaries
Michael Buonarroti, 1475-1564.
Middle ages—History
Reformation
Renaissance
Rome—History
Spain—History

PROCEDURE TO FOLLOW IN PREPARING YOUR TOPIC

Before you come to the library—

1. Select the subject headings which most evidently belong to your topic.
2. Which subject heading will cover the greatest number of topics?
3. Underline your topic and all the subject headings you think most likely to aid you in finding your information, numbering them in order of importance. Later you can see how well you understood the meaning of the subject headings by checking on the information you found.

After you come to the library—

1. Find your first choice of subject headings in the catalog. What color is it?
 - a. Read the information on the cards, especially the complete titles, and decide which books you are going to consult first.
 - b. Make out your **Library Book Call Slip** for each book.
2. Find the books you are most interested in on the shelves.
 - a. If the one you want is in use, look your next choice up and so on till you find a reference.
 - b. Consult the index under the topic. (Where is the index?)
 - c. In case there is no index, use the table of contents. (Where is it?)
 - d. Look up the references to the greatest number of pages first.
55, 60ff, 68, 71, 146 49, 68-76, 79, 81-84
 - e. In case of volumes use the last to find the index and don't neglect the volume reference—ii 47-54, 58-62, 123-125. i. 36-42, 46-51, 56, 59, 60.

Forms to follow in making out your bibliographies: You may use either the card in the catalog or the title page of the book to find the information.

Breasted, James Henry. **Ancient Times, a History of the Early World: an Introduction to the Study of Ancient History and the Career of Early Man.** 2nd ed.; Boston: Ginn, 1934. 823 pp.

Robinson, James Harvey. **Medieval and Modern Times; an Introduction to the History of Western Civilization from the Dissolution of the Roman Empire to the Present Time.** 2nd rev. ed.; Boston: Ginn, 1934. 825 pp.

Rostovtsev, Mikhail I. **Out of the Past of Greece and Rome.** New Haven: Yale University Press, 1932. 129 pp.

BOOKS FOR THE YOUNGEST . . .

(Continued from Page 7)

wise in the knowledge of what a morning outdoors after a rainy spell may bring by way of questions, is fortified with *Let's Go Outdoors* by Huntington. The sow-bugs, brought as a treasure by the twins, have provided the cue for an informal story time. The two's and younger three's, who have gathered 'round, look at the large photographs. The older three's are more interested in hearing something of the brief, descriptive story. Billy, riding by on his trike with an air and a flourish, contributes: "Sometimes they're called pill bugs."

There is little feeling of "groupness" here, but an experience has been shared. The child's need to feel himself a part of a group is met. He has contributed something; he has been accepted; he has taken a small step toward the ultimate goal of social consciousness.

Someone once said "a three is a two-year-old with free wheeling." On the playground and in books, three's want action. They want to know about things that move, and about people who are doing. In *Mother's Helper* by Medon, Jimmy and Jenny discover how much fun it is to help. The moralistic note is avoided, though parents may well take to heart the implication that it can be fun to allow children to learn about living by doing. This book is well-done and deserves a binding which will stand up to frequent usage.

Away Goes Jonathan Wheeler by Flack remains a favorite action book, and illustrates what is meant by a book that is "right" for the very young. The pictures, depicting familiar experiences, are large, clear, one to a page. The simple story is well-told, and has a rhythmic swing which adds to its enjoyment. The use of shocking pink, orange, black and yellow in the illustrations may be thought too sophisticated by teachers who favor the use of primary colors only on the pre-school level. No observable difference has been noted

in acceptance by the children of the different groups of colors.

Action pictures, without much story, still suffice, but content and plot are beginning to have some importance for the three's. *Cinder* by Gay, *The Very Little Dog* by Skaar and *The Happy Day* by Krauss are examples of three different types of illustrations, but in each book the brief story is simply told and has a surprise ending.

Let's take a look in the play-yard. Clustered 'round a teacher are five or six three-to-four-year-olds. They are going for a walk to the park. While they wait for others to join them, the teacher begins the story of *Red Light—Green Light* by MacDonald. The story has been told and retold to the fours. Sammie and Joe and Bill are full of conversation about trucks and policemen and the traffic signals they have just left behind in the block corner of the playroom. Tommie, 3½, and wise in the ways of the city, says: "My Daddy says its danjrus if you don't watch for the "go" signal when you walk to the park." The children themselves are implementing the lesson in safety which has been introduced through a story and emphasized by the dramatic play which evolved.

Horizons are widening for the four-to-five. Still interested in himself and the things he does, his need "to find out" expresses itself in a constant "why," "how," and "what makes it?" The skillful teacher (and parent) will bring into use such books as *Bits That Grow Big* by Webber, *Let's Find Out* by Schneider, and *Trucks at Work* by Elting, drawing upon an illustration here and a bit of information there to satisfy this avid curiosity.

This search for knowledge leads the child into many areas. Adults need to realize that all is grist to his mill. Questions about God or about babies come as easily from the lips of a four as do questions about the rain that made the

puddle, or the carrot seed that grew. When is he ready to enter the realm of fantasy? Animals wearing clothes and talking, fairies with magic wands and witches with broomsticks, are fun when you know enough about the real world to understand that all this is just make-believe. Reading Irma Webber's *It Looks Like This* may help some forgetful grown-ups to remember how complex the world can be when you are just knee-high.

Librarians are likely to be asked: "At what age shall the child be introduced to fairy tales, to poetry, to 'Alice'?" Listing children's books by age levels is difficult, and usually unsatisfactory. No two children seem to fit the textbook description, or to meet in every way the teacher's or the parent's expectancies. Here is Butch, going on three. He was a rough and tumble baby who preferred a ball to a book. Now he charges along on anything that moves. Seldom does he pause long enough to take more than a fleeting glance at a picture book. Over there is Ann, who prefers the "pictures" in her father's natural history texts! The child's own interests, his background of experiences, the teacher's experiences which affect her presentation of material, all have a bearing on what children will accept and like in books. Some books are used as successfully with two's as with four's, depending upon the skill of the adult. *Stories to Begin* on by Bacmeister; the Harriet Huntington books, including the most recent *Tune Up* and *Let's Go to the Desert*; *Very Young Verses* by Geismer and Suter; *Too Big* by d'Aulaire; and *Johnny Maple-Leaf* by Treselet are examples of books in this category.

Wise choice of books for the youngest may well depend upon three factors: (1) What do we know about the needs of children between the ages of two and five? (2) What do we know about the criteria on which we base our choices of books? (3) How do we, through setting up a permissive environment, introduce children to books?

Appreciation of books, and enjoyment of the worlds we enter through their pages, begins with the very youngest. The basic needs of children in this pre-school, pre-reading period are for emotional as well as physical comfort; for reassurance through repetition of the familiar; for interpretation of the unknown; for status in the group through shared experiences; for knowledge to stimulate and to satisfy intellectual curiosity; for aesthetic experiences which develop appreciations. The basic criteria for choice of books for these children are: large, clear pictures, one to a page, color preferred; simple, short, well-written stories; type placement below the picture, or opposite the picture page; pictures and stories depicting familiar objects and experiences, the new to be added as the child's background is enriched through real as well as vicarious experiences; content chosen for suitability, interest and clarity; paper of good texture, with durable covers and binding.

Adults who know and enjoy working with children will find many ways of combining these two ingredients, children and books, in an environment which is permissive. This permissive environment may include the two's brief interest in just pictures; or the ebb and flow of children around the relaxed teacher who supplements with books the rich experiences she provides; or the more formal story-time; or the quiet of the book corner in the playroom where the children pause to look, or sit, learning to enjoy books on their own. Perhaps the most important factor resides in the attitude of the adult who finds joyous satisfaction in transmitting to the youngest his own deep appreciation of the magic worlds which are to be found within the covers of books.

March 1950 Bulletin

The March 1950 issue of the *Bulletin* will be largely a directory of California school librarians. Single copies may be obtained for 50 cents by writing to Miss Marie Carroll, Subscription Editor, 1435 - 37th Ave., S. F. 22.

THE ELEMENTARY SCHOOL LIBRARY . . .

(Continued from Page 10)

Black Sambo, by H. Bannerman, in addition to various poems where numbers combinations were illustrated through different story situations. With the use of these library titles in the classroom, the interpretation of arithmetic should have a new meaning for many children.

All educators recognize the importance of early training in the habit formation in any child's development. A librarian cannot start too early teaching personal responsibility for care of books as well as pride in the appearance of the school library. Librarians spend a great deal of energy collecting book fines and doing other professional routines, all of which are time-consuming when they have a regular library program to carry out with little or no clerical help. However, if that librarian's efforts could be channeled into a constructive guidance program endorsed by the teaching staff which emphasizes responsible library citizenship, some problems with the student body might be eliminated in the matter of routine regulations. Children must be taught to respect and to care for public property. They must realize that the privilege of borrowing books entails the responsibility of returning them and also that the condition in which a class leave the library is the condition in which the next class will find it.

The school library is the training ground for each pupil's library habits which will be transferred into adult use with county and public libraries. California is very generous to her school children in supplying them with free texts, school materials, and special music equipment, as well as some medical and dental service. One wonders if too much is not provided for children and too few opportunities created within the school to develop individual responsibility within children.

The dividends from such a guidance program contribute to good school citizenship, not only toward library prop-

erty, but toward all school equipment. With the help of library monitors, classroom representatives and student councils, many librarians have done a fine piece of pupil re-education to correct carelessness and negligence. How well the job has been done should reflect in the attitudes of students using the secondary and college libraries.

The intermediate children have as many different and varied interests as their primary classmates. These intermediate groups have established certain literary impressions gleaned from their previous years of schooling in which interpretations and concepts have been formed from their pictures and story books in the classroom and the library.

Those of us who are working with children are interested not only in the child's mastery of the mechanics of learning to read, but also in the ability of the child to comprehend and interpret social values and subject content from books. Some of these children, like Kipling's Cat, are beginning to walk alone, satisfying their library appetites by a variety of reading. At the other end of the reading scale there are those youngsters whom librarians call the "page turners," or the "book changers."

In the selection of a wide variety of books, any elementary librarian should regard the library as a reading laboratory for the bright, average or slow reader. She should direct reading interest to all fields of literature so that it never becomes static with horse, dog or mystery stories. Moreover, she should constantly evaluate her book selection, taking into consideration all reading abilities as well as the reading environment of her school neighborhood.

The elementary library in Long Beach plays a major role in that part of the reading curriculum offered the bright sixth grader. These children at the top of the reading scale are seldom challenged to their full mental capacity due to the many demands on the teacher's

heavy class program, classroom facilities, and the fact these children are a small percentage of any class. A definite reading program in five fields of literature has been set-up for this special group. The various responsibilities for the reading development have been worked out between the librarians and the sixth grade teachers. For three years this enriched reading experience has been successfully conducted for these bright children with many gratifying results.

A statement should be made about the library service to the exceptional or physically handicapped children. Those children on the elementary level who are educable are sent to one of two schools in Long Beach where special teachers and provisions are made for them. A modified curriculum is carried on with each group. The librarian circulates books and tells stories to the cerebral-palsied groups housed in the orthopedic bungalow at Lee School. As soon as these children are able to come to the library in the building provisions will

be made for them. The hard-of-hearing and sight conservation classes are regularly scheduled as classes in the library program. Any service that the library can provide for the benefit of special classes is provided.

Intermediate children not only use the library to develop their literary evaluations, but these classes also depend on the library for the supplementary references with their units of work. The average elementary classroom is not equipped with atlases, encyclopedias, almanacs, unabridged dictionaries, and other reference material. Therefore it is good economy in sound dollar sense to equip the library with this material and wisely administer its use among the intermediate classes. Much has been written about the way this information should, or could, be put to best use. After much experimenting within our libraries in Long Beach, we are working out a plan of teaching reference work to the children as a cooperative classroom-library enterprise that furthers

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the unit or reading lesson.

This program is stressed at the fifth grade though certain parts of this library instruction such as parts of books and the Dewey Classification have already preceded it in fourth grade and primary classes. When questions arise in the classroom and additional information is needed, the entire class with the teacher is scheduled for a library reference period. The librarian introduces and briefly explains the resources the class might use such as reference books, card catalogue, pamphlets, etc. A few days after this general explanation by the librarian, the teacher divides the class into respective reading groups, and each separate group returns to the library at a different scheduled time, with their reference questions. Thus the librarian can give each child in the group individual attention. We are finding that the slower groups can use the same materials as the average groups, but they must have more individual instruction and library time in which to accomplish their work. If any group needs more practice with index, table of contents, or alphabet, the teacher and librarian set up these drill situations in classroom and library. By teaching reference work in this joint manner, the librarian is never carrying on an isolated activity divorced from the classroom need. In other words, this class of books becomes meaningful in a learning situation. All children are encouraged to acquire independence with reference tools and to frequent the library at any time for their unit assignments.

There are two curriculum trends in the upper grade program that promise future expansion as school systems work out facilities for their development. One is the short period of camp or out-of-doors school that is usually offered to the sixth grades. The other is the utilization of radio education.

Every sixth grade class in the Long Beach Schools is scheduled for a week at Camp Hi-Hill³. Under the super-

³ Kenneth V. Pike, "The Long Beach Public School Camp," National Elementary Principal, February, 1949.

vision of camp counselors, the class enjoys hiking, swimming, group games, handicrafts, and nature study. Each class is given preparatory information by a camp counselor before departure to Camp Hi-Hill. Then the children decide which part of the camp program they wish to emphasize. Their teacher is an interested member of the group, but all instruction is given by camp personnel. The many outgrowths from the program are varied and individual with each child. The school librarian is offered an excellent opportunity to stimulate these new interests through books on science, in different fields of nature study, and handicraft activities.

The elementary library plays a contributing role in the field of radio education. School systems are developing many worth-while programs that enrich classroom teaching. This is a fast growing field in which the library can furnish many special materials for utilization within the elementary classroom. In January the Long Beach schools are establishing their own FM Station. The libraries will have various opportunities to relate their book collections to the many fine radio programs in such areas as music, science, biography, and books rich in historical information. The special contribution from the Long Beach library department will be the weekly radio story-hour known as "Bag O' Tales." This program is an expansion of library story-telling that has been broadcast over a local station once a month for the past two years. Already we have had gratifying expressions from pupil reactions to these stories in the field of art and related reading. Today's librarian must be air-minded as well as book-minded to develop the close ties between all library services that should be offered the classroom in this expanding radio educational program.

The opportunities and experiences the elementary library provide the school system are immeasurable. The standardized test that is one evaluation to classroom learning is not applicable to

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library measurement. I know of no objective test that computes the number of pleasurable sighs that fill that pause following a well-told story by the librarian, no scientific scale that plots the norm of appreciation that grows within a child's being as he pours over beautiful picture books, no standardized test that tabulates the exact age when the elementary library is most meaningful to childhood; for the actual opportunities and experiences the library affords our children can never be measured by the testing machinery of any school research office. The elementary library service to child development is limitless; the librarian's influence is far-reaching and the results of both are legion.

The curriculum that governs our schools today assures a promising future for the establishment of good library service to all elementary school children. Today's curriculum is built on a multiple book use in all classrooms for the solving of problems in group living and developing skills in the processes of learning.

The Subject Heading Approach . .

(Continued from Page 18)

the pupils first begin to search for information on their topics? First, the catalog looks very much like a small boy who has lost a great many teeth, and the older pupils complain bitterly because catalog trays are "buried" beneath assorted freshmen. Next, the history section looks much as though there had been a particularly violent earthquake

in that area, and shelveis despair of keeping it in order. However, they rejoice in the interludes when whole shelves are bare because the industrious Low 9's are taking home every book they can use.

And how do the librarians feel at the end of the day? Sometimes they are sure that it was a mistake to go out to teach pupils how to find information by looking up subject headings in the card catalog. But the work involved is, in the last analysis, most satisfying.

We make a point of arranging opportunities for the teachers to come in to see their pupils "in action." After they have been beset by eager questioners who are not sure of the next step, they have a new appreciation of the work being accomplished.

During the High 9 semester we continue with lessons on the *Readers' Guide* as they need to use it to find information which will bring the subject matter of their textbook, published in 1943, up-to-date. These are developed on much the same principle as the introductory lesson in the previous semester, but work-sheets are not necessary.

Our basic aims, (1) to make the pupil able to search independently in any library for information through the use of the card catalog and periodical index, (2) to develop system in searching for information, (3) to respect the sources used and give credit in established form, have been given an impetus by the end of the ninth year which will provide a foundation on which the student may build during the rest of his school life.

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THE SCHOOL LIBRARIAN AND CURRICULUM DEVELOPMENT . . .

(Continued from Page 13)

come many clues for improving the curriculum.

It is also in this laboratory that clues come from the members of the faculty. The librarian is the most accessible professional person in the school, one to whom teachers may turn. Her responsibilities are directly related to instruction. In this capacity, she is in a position to discuss many phases of the instructional program and exchange ideas on pertinent matters. She can help clarify issues, uncover problems, and keep in mind those concerns which should be discussed and made clear by curriculum groups.

The librarian can capitalize on the reading interests she observes and pass them on to the teachers of the children involved. If a boy develops an interest in reading about collecting minerals, it may be well to inform his teachers. All of his teachers may benefit from this information in attempting to teach him. The fact that a girl is interested in poetry may be most helpful if all her teachers knew this fact. This would put the librarian in the role of a coordinator of the educational program, using live and meaningful data upon which to build.

LIBRARIAN PARTICIPATION

These clues become most meaningful to librarians who have opportunities to use them. The needs and interests of the children and of the teachers in a particular school take on a new significance when the librarian understands the present program of the school. A challenge arises to accumulate and interpret the clues when the librarian participates in the development of future programs.

Before one can function in terms of the entire program of a school, he must be familiar with it and understand it. In this respect, there is no substitute for participation. It is commonly accepted that the people who work on

and develop curriculums derive the most benefit and understanding. Since the school librarian offers her services to all departments within a school and to all children, she will be most effective when she has an opportunity to be in on the thinking.

While participating on curriculum committees, the librarian has some unique contributions to make. These are not limited to supplying suggested references and bibliographies. Her experiences with children in the library are important contributing factors. In addition, her contacts with all teachers makes her an essential coordinating agent. As a result of her serving all children and all teachers, the librarian has a more comprehensive overview of what is actually going on than any other person in the school. Working on new programs also gives her a perspective which is so necessary in planning for future demands—both in materials and library services to help insure the success of a new curriculum.

To put it briefly, in order that the librarian be effective in her work, she needs to know the instructional program. In order that she know the instructional program, she needs to participate in its development.

PROFESSIONAL GROWTH

The school librarian can also help foster the professional growth of the faculty. The extent of the use of professional literature depends, among other things, upon its ease of procurement. A section of the library might be devoted to current materials which are of interest to teachers. It is just as important to motivate teachers as it is children. Attractive bulletin boards with book jackets, book reviews, and illustrated advertisements may inspire a teacher to read some of the more recent literature in education, child development, psychology, mental hygiene, and group processes. It would help con-

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siderably if professional books could be a part of each school library.

In some schools where a workroom or a reading room is provided for all members of the staff, it would be well to have the professional library and illustrative materials there. If, however, funds are not available for each school, the librarian can act as the facilitator for procuring such materials from a central professional library. Another scheme is to have a book club among the faculty members for professional literature. In this way, each member of the faculty can share the ideas expressed by innumerable authors and organizations.

Literature which is in keeping with the instructional problems of the faculty, with the program being developed, and with the new trends in education, can make real contributions to the growth of teachers in service.

SUMMARY

As we can see from the above, the school librarian is a teacher, a guidance worker, a coordinator, an expert on instructional materials, and a curriculum person. It is quite obvious that the functions of a school librarian are closely interwoven into the life of the school — the instructional program. They are functions which call for educational leadership. They are functions which are concerned with more than handling and knowing materials—they deal with human relationships. Coordinating a curriculum is more than coordinating materials, guides, courses of studies, and units; it deals with coordinating people. It is a matter of interrelationship among human beings.

The library is a nerve center into which and out of which feed many channels which aid in the development of skills, attitudes, understandings, and critical thinking. The librarian is a leader in keeping these channels open and in helping facilitate their terminating into meaningful experiences for all children.

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LEADERSHIP ROLES AND THE LIBRARIAN . . .

(Continued from Page 14)

ians are now outmoded. One of these misconceptions is "the leader is the person who initiates plans."

While there are some kinds of school plans which the librarian normally initiates, there are many plans which are of necessity initiated by other members of a faculty. Sometimes librarians feel that they do not have leadership roles because they are not in a position to initiate curriculum changes. In such situations some librarians may say, "I am really handicapped. I cannot lead in the most vital concern of the school—one that determines the usefulness of the library. I can't suggest curriculum changes. I can only implement what curriculum committees plan."

Part of this statement is true. The librarian's role is not to lead off in curriculum planning; that function belongs to heads of departments, administrators, or curriculum consultants. The second half of the statement is not true; initiating plans is only one leadership role. The librarian may well carry in relation to curriculum plans several other roles—that of **facilitator**, that of **harmonizer**, that of **status-giver**, that of **fact-finder**, that of **encourager**. He may be the person who by investing his interest in curriculum planning, who by his attentive listening at curriculum committee meetings, who in his conferences with individual faculty members, makes a unique contribution to the development of any curriculum plan. In fact, his whole-hearted interest, his capacity to help individual members of his faculty, his ability to raise questions and relate ideas in meetings may be a determining factor in the way a curriculum project moves in a given school situation.

Librarians need to rid themselves of a second misconception about their lack of leadership in school situations. Sometimes a librarian will say, "But, you see, as librarian I must never take leadership! It is the administrator's job to or-

ganize the school and make the plans. I can only work in the setting which the administrator provides. I can only do what I am told to do." It is quite true that the librarian's function is not that of the administrator; he must not usurp the function of making general plans for the running of the school. However, he must not, in his mind, think that leadership and organizing are the same thing. He must not assume that because he does not make the total plan for the school, he is not a leader.

The librarian has a unique contribution to make to the function of the organizer. When the administrator in a school "organizes," he plans for the needs and responsibilities of his total faculty. He needs but does not always get an adequate statement and understanding of those needs. Many librarians, because of their informal contacts with teachers, know some needs in a school better than the principal or other administrator. Without making demands, without insistence, librarians can make those needs known; they can make tactful suggestions that give a wise principal insight into the way a faculty feels and thinks. Thus the librarian sees his place not as organizer of the school but as articulator of needs which the organizer must take into consideration. This too is leadership of an important kind.

Let us look thoughtfully at some other leadership roles which librarians consciously or unconsciously carry in relation to their faculties.

Facilitator is defined in this fashion: "The person who keeps communication channels open by asking for a restatement, a definition of terms, or a summary. He sets out to determine the abilities and experiences of each and to make these skills known to all members of the group because he wishes the group to utilize all of its capabilities."¹

¹ D. M. Hall, *What? Why? How? We Share in Group Action*. Urbana, Ill., University of Illinois, College of Agriculture, 1949.

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This is a role particularly significant for the librarian. In personal contact with individuals, the librarian comes to know more than what individuals actually do; he knows both what they hope to do and what they feel frustrates them. Often a librarian is more aware of the capabilities of a faculty, of their special interests, hobbies, contacts, than anyone else. As the person who can make these interpretations, the librarian can suggest that Miss Jones and Miss Hines consult each other on a given project, that a committee ask Mr. Taylor to lend his exhibit; that the new school club ask Mr. Brown to show his slides, that Miss Smith is the person who can write the cleverest ditties on the faculty. Such suggestions give people a sense that the librarian is aware of all the currents of interests in a school and make him a resource person to whom many people turn.

"The harmonizer is the person who, realizing that progress is based upon differences, makes a real attempt to have all sides considered. He is sympathetic and considerate and minimizes or relieves tensions by declaring that differences are desirable, that we must have them if we are to advance, but that we need not and must not let them divide us. His attitude is permissive, and he often reduces conflict by pointed and humorous anecdotes. He attempts in various ways to hold the group together."² This role is particularly important for the librarian serving a faculty where there are a few outstanding individuals who pride themselves on their uniqueness. Unguided faculty opinion often minimizes one and values another and thus creates situations of rivalry and a sense of rejection and inadequacy for some members. The librarian who listens with a sense of humor and real insight to those who may be considered "crackpots" by others on the faculty can help them gain a measure of acceptance. The casual remark, "Mr. Jones is a kindly person; he sees the

² D. M. Hall, *op. cit.*

school as needing this very much," gives a person otherwise rejected new status and makes his interests available to other members of the faculty.

Encourager is a role particularly important on a faculty which has a group of younger members who may feel inadequate in the presence of older and more experienced teachers. It may be defined in these terms: **"the person who stimulates others to greater activity by giving them approval, encouragement, and recognition for the part they play. He often invites individuals to participate and offers to help those who are slow."**³

The librarian who takes seriously the role of encourager meets the problems, which members of her faculty bring, with as many practical suggestions as he can. He tells Mr. Blue who has come in with a tale of woe that the dean of boys has a special interest in the club he is sponsoring. He admires the way shy Miss Clancy has decorated her bulletin board and asks her to direct some students in making an attractive library display.

All these suggestions are immediate answers to particular problems that beset individual teachers, but they are set within a framework of understanding that every faculty needs, a person who can be "wind in the sails." The librarian knows when the discouraging moods hit his faculty, why Blue Monday experiences hit some people so hard, how certain individuals will be disheartened by a particularly hard school chore. At these times the librarian plans to give individuals a sense of their own worth, of the significance of what they are doing, a perspective about their own contribution to the school program. In such plans, the librarian becomes increasingly the person who "believes" in the school.

The librarian should know more about leadership roles. The material on group dynamics can teach the thoughtful librarian how to help a faculty feel that the school really has a "heart."

³ D. M. Hall, *op. cit.*

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Director of Children's Theater Speaks at Northern Section Meeting

Mrs. Hazel Robertson, Director of the Children's Community Theater of Palo Alto, gave a real treat to those members of the School Library Association, Northern Section, and the California Library Association, Bay Section, who attended the October eighth dinner at the Cock o' the Walk in Oakland. All who attended the dinner are agreed that her talk and the color sound movie of one of the plays from her children's theater, *The Seven Swans*, which followed, made such an outstanding program that it should be repeated for a larger group. **As a result, if it can be arranged, Mrs. Robertson will be a speaker at the state meeting in March.**

Her talk dealt with the difficulties as well as the rewards in working with a children's theater. In an easy, informal, but vivid, manner she gave an amusing description of the many problems which had to be met and solved in producing

a children's movie. The play itself presents difficulties, since many of the best-loved children's stories do not lend themselves easily, if at all, to dramatization. There can be very few rehearsals, or the play's chief charm, its spontaneity, will be lost. Music lessons, dancing lessons, measles are all likely to run interference with rehearsals. An outdoor movie has its own special problems, since there are only a few hours in the day when the lighting is right. With all movies, retakes must be avoided, and finally, even the simplest movie is almost prohibitive in cost.

While Mrs. Robertson's talk was concerned with the problems involved in the production of children's plays, its value was not limited to those working in this field. It was equally worthwhile for all those who are interested in children's literature or who work in any way with children.

All of us will be looking forward to hearing Mrs. Robertson at the state meeting in March.

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